



# University of Rajasthan Jaipur

## SYLLABUS

**B.Sc. (HOME SCIENCE)**

**PART-III**

**Examination-2021**

*Raj / Var*  
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University of Rajasthan  
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## B.SC HOME SCIENCE – PART III

### SCHEME OF EXAMINATION


The number of papers and the maximum marks for each paper together with the maximum marks required for a pass course are shown in the scheme of examination against each subject separately. It will be necessary for a candidate to pass in theory as well as practical part of a subject paper, wherever prescribed, separately. Classification of successful candidates shall be as follows:

First Division 60% of the aggregate marks prescribed in honors and subsidiary subjects of Pt.I, Pt.II and Pt.III examination taken together.

Second Division 48% of the aggregate marks prescribed in honors and subsidiary subjects of Pt.I, Pt.II and Pt.III examination taken together.


**The theory examination paper will consist of three parts:**

1. **Part I** – will comprise of 10 very short answer questions of 2 marks each. The answer to each question must be within the limit of 20-40 words.
2. **Part II** - will comprise of 5 short answer questions of 4 marks each. The answer to each question must be within the limit of 50-60 words.
3. **Part III** - will comprise of 6 long answer questions (essay type) of 20 marks each with internal choice in each question . Candidate will need to attempt only 3 questions.

  
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**Scheme for B.Sc. Home Science Part III**

Paper	Subjects	Duration of Exam	Max Marks	Min Marks	No. of Hr/wk Th	No. of Hr/wk Pr
XI	Textile Science (Theory)XI	3 hrs	100	36	4	
	Textile Science (Practical)XI	3 hrs	50	18		
XII	Programme Management (Theory)XII	3 hrs	100	36	4	2
	Programme Management (Practical)XII	3 hrs	50	18		
XIII	Marriage Family and Human Rights (Theory)XIII	3 hrs	100	36	4	2
	Marriage Family and Human Rights (Practical)XIII	3 hrs	50	18		
XIV	Family and Community Nutrition (Theory)XIV	3 hrs	100	36	4	2
	Family and Community Nutrition (Practical)XIV	3 hrs	50	18		
XV	Family Resource Management (Theory)XV	3 hrs	100	36	4	2
	Family Resource Management (Practical)XV	3 hrs	50	18		
		<b>Total</b>	750	216	20+	10=30

  
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**B.Sc. Home Science (Part III)**

**TEXTILE SCIENCE (THEORY XI)**

**Max Marks: - 100 marks**

**Teaching workload:4 hours/week**

**Total teaching workload:96 hours/year**

**Objectives:**

1. To teach the students about different fibres, their manufacturing and properties\
2. To acquaint them to different construction processes to make fabrics.
3. To teach different finishes and application of colour and design in textiles.

**UNIT-I**

		Hours
1.	Textiles fibres and their properties <ul style="list-style-type: none"> <li>• Classification of fibres</li> <li>• Primary and secondary properties of textiles fibres.</li> </ul>	5
2.	Manufacturing process, properties and use of following fibres – Cotton, Jute, Silk, Wool, Rayon, Polyester, Polyamide.	15
3.	Yarn construction <ul style="list-style-type: none"> <li>• Basic principles of yarn making – Mechanical spinning (cotton spinning) , Chemical spinning – Wet , Dry , and Melt</li> <li>• Types of yarns – Simple, Novelty and Textured yarns.</li> <li>• Yarn Twist and Yarn Numbering system</li> </ul>	10

**UNIT-II**

4.	Fabric Construction Methods <ul style="list-style-type: none"> <li>• Weaving , Knitting , Braiding , Lacing and Netting</li> <li>• Weaving – Types of hand looms , parts of a loom , stages in weaving , process</li> <li>• Classification and construction of basic weaves : plain , twill &amp; satin</li> <li>• Fabrics made from fibres – Felting and Bonding</li> </ul>	15
5.	Finishing <ul style="list-style-type: none"> <li>• Definition and importance of finishing</li> <li>• Classification of finishes</li> <li>• Preparatory Process – Resizing , Scouring and Bleaching</li> <li>• Mechanical finishes – Sizing, Singeing, Mercerization, Napping, Embossing and Calendaring.</li> <li>• Functional finishes – Wrinkle resistant, Water- resistant and repellent, Flame Retardant, Soil Repellent, Mothproof and Anti static.</li> </ul>	15
6.	Technical Textiles <ul style="list-style-type: none"> <li>• Non Woven's</li> <li>• Meditech</li> <li>• Agrotech</li> <li>• Geotech</li> </ul>	8

<b>UNIT-III</b>		
6.	Dyeing <ul style="list-style-type: none"> <li>• Classification and properties of dyes : Natural and Synthetic dyes</li> <li>• Stages of dyeing – fiber dyeing , yarn dyeing , fabric dyeing and garment dyeing</li> </ul>	10
7.	Printing <ul style="list-style-type: none"> <li>• Methods of Printing – Block , Screen , Stencil , Roller and Rotary</li> <li>• Styles of Printing – Direct , Discharge and Resist</li> </ul>	10
8.	Standards- Textile performance legislation act <ul style="list-style-type: none"> <li>• Bureau of Indian Standards</li> <li>• Care labelling Act</li> <li>• Eco- labelling</li> <li>• Fibre symbols: cotton, wool, silk and handloom</li> </ul>	8
<b>References:</b>		
<ol style="list-style-type: none"> <li>1. Hollan , Norma &amp; Saddler (1998)– Textiles , 16<sup>th</sup> Edition, Macmillan publishing co, New-York.</li> <li>2. Potter &amp; Corbman :(1983)Textile – Fibre to fabric , 6<sup>th</sup> edition ,McGraw hill Book Co. ,. New-York.</li> <li>3. Joseph M. (1976)– Essentials of textiles – Holt , Rinehart &amp; Winston , New York ,.</li> <li>4. Joseph M. – (1993) Introductory Textile Science – 6<sup>th</sup> edition , Fort Worth Harcourt Brace Jovanovich College Publishers.</li> </ol>		
<b>TEXTILE SCIENCE (PRACTICAL- XI)</b>		
<b>Max Marks: - 50 marks</b>		
<b>Teaching workload: one practical/week (2 hours/practical)</b>		
<b>Total teaching workload: 24 practicals/batch</b>		
<b>Objectives :</b>		
<ol style="list-style-type: none"> <li>1. To coach the students to learn different physical properties of fibre, yarn and fabric.</li> <li>2. To instruct different techniques of dyeing and printing</li> <li>3. To familiarize them with different fabrics available in the market.</li> </ol>		
<b>Content:</b>		<b>Practical</b>
1.	Fibre Study and identification - Visual , Microscopic , Burning , Chemical solubility	4
2.	Yarn <ul style="list-style-type: none"> <li>• Yarn Count</li> <li>• Yarn Twist</li> </ul>	2
3.	Fabric <ul style="list-style-type: none"> <li>• Thread Count and Balance</li> <li>• Crease Recovery</li> <li>• Dimensional stability</li> <li>• Colour fastness</li> </ul>	8
4.	Identification of basic weaves and their design interpretation on graph	
5.	Dyeing <ul style="list-style-type: none"> <li>• Tie &amp; dye with different techniques</li> </ul>	2
6.	Printing	

7.	<ul style="list-style-type: none"> <li>• Block Printing – Border , Corner and all over</li> <li>• Screen printing</li> </ul>	3
	Preparation of scrap book showing	4
	<ul style="list-style-type: none"> <li>• Fibers</li> <li>• Yarns</li> <li>• Fabric construction methods</li> <li>• Technical textiles</li> <li>• Dyed &amp; printed textiles</li> </ul>	1
<b>Examination scheme</b> Internal – 20 Marks Major Problem – 20 Marks (Testing) Minor Problem – 10 Marks (Identification based on preparation of scrap book, Dyeing & Printing)		
<b>PROGRAMME MANAGEMENT (PAPER XII)</b>		
Max Marks: - 100 marks Teaching workload: 4 hours/week Total teaching workload: 96 hours/year		
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. To understand and design programmes scientifically, at village level/urban slum.</li> <li>2. To impart skills to implement, monitor and evaluate programmes.</li> <li>3. To understand the role of various organizations/institutions in community development.</li> <li>4. To sensitize the students towards major developmental issues.</li> </ol>		
<b>UNIT-I</b>		
1	Concept of rural society	2
2	Social group- Concept, types and process of group formation	6
3	Programme: Concept and Definition	2
4	Programme planning- objectives, nature ,principles and Process	10
5.	Objectives in Extension Programme	3
6.	Developing programme indicators: Meaning and Characteristics	2
7	Programme implementation: Environment building, process and problems in implementation of programme at grass root level	8
<b>UNIT-II</b>		
7	Leadership: Concept, types and selection of leaders	5
8	Programme Appraisal– concept and need	2
9	Programme Monitoring : Meaning, types, process and tools and techniques	8
10	Evaluation of programme- concept, types, process and tools and techniques	10
	Report writing	4
<b>UNIT –III</b>		
11	Participatory methods and approaches – RRA; PRA, , PLA	16
12	Flagship developmental programmes of Government of India with special reference to their objectives, target groups, activities, and financial support in the category of Women Development, Nutrition & Health, Governance, Livelihood security, environment and employment generation etc.	16

**References:**

1. Dahama O.P. (1988) : Education and Communication for Development , , Oxford and IBH Publishing Co. Pvt. Ltd. New -Delhi
2. Ghosh Bhola Nath (1996) – Rural Leadership and Development Mohit publications New Delhi 110002
3. Kurukshetra, Director, Publication Division, Ministry of I&B, Government of India, Patiala House, New Delhi 110001.
4. G.P pilania (1991) Leadership RBSA Publishers
5. Mithin, Diana and John Thompson Education (1994) RRA Notes:- special issue on participatory Tools and Methods and Methods in Urban Areas, International Institute for Environmental and Development.
6. Mohsionnadeem, (1985) , Rural Development through Government programmes, Mittal publications. New Delhi.
7. Oakely, Peter and David Marsden (1984). Approaches to participation in Rural Development, Geneva, ILO
8. Social Welfare, Central social Welfare Board, samajkalyan Bhawan, B-12 Tana Crescent, intuitional Area, South of IIT, New – Delhi, 110016.

**PROGRAMME MANAGEMENT (PRACTICAL- XII)****Max Marks: - 50 marks****Teaching workload: one practical/week(2 hours/practical)****Total teaching workload: 24 practicals/batch****Objectives :**

1. To help the students to gain work experience at community level
2. To develop acquaintance with the social- cultural patterns of the community

**Contents****Practical**

- |   |   |
|---|---|
| 1. Select a community for implementing the extension programme            | 1 |
| 2. Establishing rapport   | 4 |
| 3. Identification of the back ground information of the community         | 2 |
| 4. Identification of community needs using participatory methods-         | 3 |
| a) Social mapping   |   |
| b) Transect walk  |   |
| c) Focus group discussion   | 2 |
| 5. Planning a one day (two hours ) programme on one of the selected needs | 5 |

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6. Preparation and procurements of teaching aids		4
7. Implementation		1
8. Identification changed indicators to assess the impact		2
9. Self evaluation		
<b>Examination scheme</b>		
Internal assessment	20 marks	
Major(planning one of the programmes)	15 marks	
Minor (Preparation of teaching aid)	10 marks	
Viva	5 marks	
<b>MARRIAGE, FAMILY AND HUMAN RIGHTS (THEORY XIII)</b>		
<b>Max Marks: - 100 marks</b>		
<b>Teaching workload:4 hours/week</b>		
<b>Total teaching workload:96 hours/year</b>		
<b>Objectives :</b>		
<ol style="list-style-type: none"> <li>1. To acquaint the students to develop an understanding of marriage and its significance in society.</li> <li>2. To help students to learn regarding various aspects of family life and recent changes in family.</li> <li>3. To highlight the role of good parenting in the child's life.</li> <li>4. To learn about early childhood care and development.</li> <li>5. To develop sound perspective on the study of individuals with special needs.</li> </ol>		
<b>UNIT I</b>		
1.	Marriage: Meaning, Definition and Forms of Marriage. Importance and Functions of Marriage. Alternatives of marriage; Singlehood, Co-living and Homosexuality.	<b>Hours</b> 10
2.	Problems and Adjustments in Marriage: Divorce, Widowhood, and Remarriage. Adoption - advantages and challenges.	12
3.	Family: Meaning Definitions and Types of Family and Changing roles of family members. Responsible Parenthood, Parenting Styles and its Changing trends.	10
<b>UNIT II</b>		
4.	Definition meaning and classification of children with special needs. Sensory deficit and physical disabilities: definitions, identification, classification, causes of- Auditory, Visual, Communication and Orthopaedic deficits(brief outline).	12
5.	National policies for these children (PWDs)	4
<b>UNIT III</b>		
7.	Introduction to Human rights focusing child rights: laws and policies related to child survival. Welfare programs for children.	10
8.	Exploitation of children: trafficking, dysfunctional families, children in conflict with law, juvenile justice Act.	10



9.	Laws and policies related to women and adults. <ul style="list-style-type: none"> <li>• Hindu Marriage Act</li> <li>• Dowry Prohibition Act</li> <li>• PCPNDT Act</li> <li>• Welfare programmes working for children, women and adults.(only outline)</li> </ul>	12
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**References :**

1. Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice, Oxford University Press, New Delhi.
2. Barnes, C., Mercer, G., Shakespeare, T (2005). Exploring disability: A sociological introduction, Polity Press, Cambridge, UK.
3. Bhargava V. (2005). Adoption in India: Policies and experiences. Sage Publication, New Delhi.
4. Hallan D.P. & Kauffman T.M. (1991), Introduction to Exceptional Children (5<sup>th</sup> Ed.), Boston, Allyn & Bacon.
5. Hawkes G.R. and Pease D. (1962) Behaviour and Development from 5-12, Harper International
6. Janardan Prasad Rani Prakashan, Educational of Handicapped Children: Problems and solutions, Kaniksha Publishers, Distributors, New Delhi.
7. P. Rathnaswamy, Marriage, Divorce and Morality. Deep and Deep Publication, New Delhi.
8. Parakesh B.S. (1985), Population Education – Inception to Institutionalization, NCERT, New Delhi.
9. Reddy VNK. Marriages in India. The Academic Press 1978, Gurgaon.
10. Surabhi Purohit and Sharada Nayak-Enhancing personal effectiveness-Training instruments for students, teachers and Parents-published by Tata Mcgraw Hill-2003

**MARRIAGE, FAMILY AND HUMAN RIGHTS(PRACTICAL - XIII)**

**Max Marks: - 50 marks**

**Teaching workload: one practical/week (2 hours/practical)**

**Total teaching workload: 24 practical/batch**

**Objectives :**

1. To develop understanding on issues related to marriage and family.
2. Understanding the working of welfare agencies.
3. Awareness regarding legal issues for women and children.

**Contents :**

1.	Planning and implementation of intervention programmes for children in impoverished situations.	3
2.	Case profile of one family on parent-child relationship with special focus on fatherhood. Prepare a report.	4
3.	Comparative analysis of child rearing practices in different communities and socio-economic groups.	3
4.	Developing few case profiles of working women, with focus on roles, responsibilities, job stress and leisure time activities.	4
5.	Working with adolescents on critical issues related to their developments.	3
6.	Raising community awareness through enlisting rights and laws related to children and women.	4
7.	Visit to selected 3-4 welfare agencies.	3

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<b>Examination Scheme -</b>	
Major Problem - Scoring, analysis and interpretation of a selected tool.	20 marks
Minor Problem -	
a. Preparation of observational/checklist.	7 marks
b. Preparation of questionnaire/interview schedule	8 marks
viva 5 marks	
Internal	100 marks

**FAMILY AND COMMUNITY NUTRITION (THEORY XIV)**

**Max Marks: - 100 marks**

**Teaching workload: 4 hours/week**

**Total teaching workload: 96 hours/year**

**Objectives:**

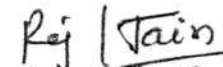
This course will enable the students to

1. Understand the concept of an adequate diet and the importance of meal planning.
2. Know the factors affecting nutrient needs during the life cycle and the RDA for various age groups.
3. Be familiar with the common nutritional problems of the community, their causes, symptoms, treatment and prevention.
4. To understand the importance of early and exclusive breast feeding upto 6 months and timely complementary feeding in reducing infant mortality and under 5 mortality.
5. Gain knowledge about dietary management of diseases.
6. Study the schemes, national and international programmes and policies to combat nutritional problems of the community.

**UNIT-I**

**Normal Nutrition**

	<b>Hours</b>
1. Relationship between food, nutrition, health and diseases	1
2. <b>Energy metabolism</b> – Units, bomb calorimeter, Fuel value of food, physiological fuel value of foods, direct and indirect calorimetry, factors influencing total energy requirement (muscular activity, mental effort, calorogenic effect of food, maintenance of body temperature and growth). Basal Metabolic Rate, factors affecting Basal Metabolic Rate, Recommended Dietary Allowances for all age groups.	6
3. <b>Meal Planning</b> – Importance and goals of meal planning, factors affecting meal planning-nutritional, socio-cultural, religious, geographic, economic, availability of time and material resources use of convenience foods in meal planning.	3
4. <b>Factors influencing food intake:</b> Physiologic factors- Hunger, appetite, hedonic factors; environmental and behavioural factors-culture, economic, social, religious, age and sex, emotional factors.	3
5. <b>Nutrition through life cycle</b>	
• Infants-growth and development, nutritional requirements, Appropriate infant feeding practices: early initiation, colostrum feeding, exclusive breast feeding, techniques, comparison of human and cow's milk, complementary feeding commercial and home prepared complementary foods, establishment of good feeding habits.	4
• Preschool Children – growth and development, nutritional requirements, promoting good food habits.	3

  
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	<ul style="list-style-type: none"> <li>• School Children –Growth and development, nutritional requirements, promoting good food habits, Mid day meal.</li> <li>• Adolescents- growth and development, nutritional requirements, eating disorders-anorexia nervosa, bulimia, skipping meals and snacking.</li> <li>• Adults –nutritional requirements.</li> <li>• Pregnancy – Physiologic and biochemical changes, pre-maternal nutrition, prenatal nutrition and its impact on the growth and development of the fetus, nutritional requirements, complications of pregnancy.</li> <li>• Lactation – Physiologic effects, socio – economic effects, psychological aspects, nutritional requirements.</li> <li>• Old Age – Physiologic and biochemical changes, nutritional requirements, factors influencing food habits nutrition related health problems-osteoporosis, other health problems- constipation, anemia and hypertension.</li> </ul>	3 3 2 3 3 3
<b>UNIT-II</b>		
<b>Therapeutic Nutrition</b>		
6.	Modification of Normal Diet: Soft, full fluid and clear fluid diets; team approach to nutritional care.	2
7.	<p>Etiology, clinical factors, basic diagnosis and nutritional management, the role of national and international programmes /agencies in the prevention of diseases (Wherever applicable):</p> <ul style="list-style-type: none"> <li>• GIT –dyspepsia, gastritis, diarrhea, constipation, peptic ulcer.</li> <li>• Liver –Infective hepatitis</li> <li>• Infections and fevers-acute –Typhoid Chronic- tuberculosis.</li> <li>• Overweight obesity and underweight.</li> <li>• NIDDM</li> <li>• Hyper lipidemia, atherosclerosis, hypertension</li> </ul>	5 3 2 2 5 5
<b>UNIT-III</b>		
<b>Community Nutrition</b>		
8.	Concept and scope of community Health and Nutrition	1
9.	<p>Assessment of Nutritional Status, ,methods and their interpretation</p> <ul style="list-style-type: none"> <li>• Direct methods: Anthropometry, biochemical and clinical Examination</li> <li>• Indirect methods : Diet surveys</li> <li>• Objectives principles and scope of Nutrition and Health Education</li> </ul> <p>Nutritional Problems of the community –prevalence etiology, symptoms, prevention, dietary management, and National program for prevention</p> <ul style="list-style-type: none"> <li>• PEM – ICDS and Mid Day Meal</li> <li>• Vitamin A Deficiency – Vitamin A Prophylaxis program</li> <li>• Anemia – Nutritional AnemiaControl program</li> <li>• IDD – Iodine Deficiency disorder program</li> <li>• Fluorosis</li> </ul>	6 7
10.	<p>Nutritional Programmes for the prevention of nutritional problems of the country:</p> <ul style="list-style-type: none"> <li>• vitamin 'A' prophylaxis Programme</li> <li>• Nutritional anemia control programme</li> </ul>	5

11.	<ul style="list-style-type: none"> <li>• Iodine Deficiency Disorders programme</li> <li>• Mid Day Meal Programme</li> <li>• Integrated Child development Services</li> </ul> National Health policy and National Nutrition Policy	3
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**References :**

1. Antia,FP and Abraham, P(1997). Clinical Dietetics and Nutrition. Oxford University press, New Delhi. (4<sup>th</sup> Ed )
2. Begum,MR(1996). A Text Book of Foods, Nutrition and Dietetics. Sterling Publishers Pvt. Ltd., New Delhi. (Revised 2<sup>nd</sup> Ed )
3. Bamji, MS, Rao, NP and Reddy V (1999). Text book of Human Nutrition. Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Burtis,G, Davis,J and Martin,S(1998) . Applied Nutrition and Diet Therapy. WB. Saunders Company, Philadelphia.
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6. Joshi SA(2001) Nutrition and Dietetics. Tata McGraw Hill Publishing Company Ltd, Delhi (9<sup>th</sup> Ed).
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19. Dietitics, B Srilakshmi, Seventh Edition, New Age International Publishers, 2014
20. SwaminathanM(1997). Advanced Text -Book on Food &Nutrition (Vol I & II). The Bangalore Printing and Publishing Co. Ltd. Bangalore. (1997 reprinted).
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23. Text Book of Preventive and Social Medicine, M.C. Gupta and B.K. Mahajan.

24. Williams SR(1990). Essentials of Nutrition and Diet Therapy. Times Mirror / Mosby College Publishing St. Louis. Missousn.(5<sup>th</sup> Ed)
25. Whitney EN and RolfesSR(1996). Understanding Nutrition. West Publishing Company. St. Paul, MN., (7 th Ed) .
26. Ribonsom CH, Lawler MR. Chevoweth WL, Garwick A. E. Normal and Therapeutic Nutrition. Macmillan Publishing Company, New York, 1982.

**FAMILY AND COMMUNITY NUTRITION(PRACTICAL- XIV)**

**Max Marks: - 50 marks**

**Teaching workload: one practical/week (2 hours/practical)**

**Total teaching workload: 24 practicals/batch**

**Objectives:**

This course will enable the students to

1. Plan and prepare nutritionally adequate diets in relation to age, activity levels and physiological state.
2. Make the therapeutic modifications of normal diet for common diseases conditions.
3. Assess the nutritional status of individuals using dietary survey and Anthropometry.

Contents :	Practical Practical
1. Exchange lists and use of Exchange Lists	2
2. Standardization of recipes for use in meal planning	
Planning of diet through the life cycle.	1
i. School Child (Packed lunch)	8
ii. Adolescent girl/boy	
iii. Adult man/woman	
3.        iv. Pregnant Woman	
v. Lactating Woman	
vi. Elderly	
4. Planning diets for the following diseases:	
i. Diarrhea	1
ii. constipation	8
5.    iii. Peptic Ulcer	
iv. Infective hepatitis	
v. Typhoid fever	
vi. Obesity	
vii. NIDDM	
Pregnant and lactating mother 1/3 <sup>rd</sup> day's requirement	
• Protein	
• Energy	
• vitamin A	
• beta carotene	
• iron	
• calcium	1

group.		
<b>Examination Scheme</b> <b>Total Marks: 50</b> <b>One question on normal and therapeutic nutrition problems:</b> Planning                      15 marks Dishes (2)                    10 marks Viva                            05 marks <b>Internal                            20 marks</b>		
<b>FAMILY RESOURCE MANAGEMENT (THEORY XV)</b>		
<b>Max Marks: -100 marks</b> <b>Teaching workload:4 hours/week</b> <b>Total teaching workload:96 hours/year</b>		
<b>Objectives:</b> 1. To develop managerial skills among students for family resources. 2. To understand the meaning of resource management, concepts related to management. 3. To apply managerial process to management of time, energy and money. 4. To understand saving, investment and credit pattern of family. 5. To acquire awareness about consumer problems, rights, responsibilities, protective services and law pertaining to consumer protection. 6. To impart knowledge to students about household equipments.		
<b>UNIT- I</b>		
<b>INTRODUCTION TO FAMILY RESOURCES MANAGEMENT</b>		
<b>Hours</b>		
1.	Meaning, definition & importance of family resource management	2
2.	Management process in family system:	
	(a) Meaning and definition	1
	(b) Decision making	2
	• Meaning, definition & its importance	
	• Classification of decision making	
	• Steps of decision making	
	(c) Steps of management process	4
	• Planning	
	• Organization	
	• Implementation	
	• Controlling	
	• Evaluation	
	(d) System approach to management & family as a system & its models	3
	(e) Family life cycle	3

3.	<ul style="list-style-type: none"> <li>• Meaning &amp; definition</li> <li>• Stages</li> </ul> Motivation in home management <ul style="list-style-type: none"> <li>(a) Value : meaning, definition, and classification</li> <li>(b) Goal: meaning, definition and classification</li> <li>(c) Standard: meaning, definition and classification</li> </ul>	5
4.	Resources <ul style="list-style-type: none"> <li>• Meaning , definition, importance &amp; characteristics</li> <li>• Classification of resources</li> <li>• Principles for use of resources</li> </ul>	4
5.	Energy management <ul style="list-style-type: none"> <li>(a) Meaning &amp; definition</li> <li>(b) Process of energy management</li> <li>(c) Fatigue               <ul style="list-style-type: none"> <li>• Meaning &amp; definition</li> <li>• Types of fatigue</li> <li>• Reduction in fatigue</li> </ul> </li> </ul>	6
6.	Work simplification and Body mechanics <ul style="list-style-type: none"> <li>• Principles of body mechanics</li> <li>• Mundel's Classes of changes</li> <li>• Techniques of time and motion studies</li> </ul>	6
7.	Ergonomics <ul style="list-style-type: none"> <li>• Ergonomics in home – an introduction</li> <li>• Meaning and definition</li> <li>• Relation between work, worker and work place</li> </ul>	5
<b>UNIT- II</b>		
<b>TIME AND MONEY MANAGEMENT</b>		
1.	Time management <ul style="list-style-type: none"> <li>(a) Meaning, definition &amp; importance</li> <li>(b) Tools in time management               <ul style="list-style-type: none"> <li>• Time cost</li> <li>• Time norms</li> <li>• Peak loads</li> <li>• Work curve and rest periods</li> </ul> </li> <li>(c) Process of managing time</li> </ul>	5
2.	Family income <ul style="list-style-type: none"> <li>(a) Meaning and definition</li> <li>(b) Types and sources</li> </ul>	4
3.	Budget <ul style="list-style-type: none"> <li>(a) Engel's law</li> <li>(b) Meaning, definition and importance</li> <li>(c) Process of making budget</li> <li>(d) Account Keeping</li> </ul>	2
4.	Saving and Investment <ul style="list-style-type: none"> <li>(a) Meaning, definition &amp; importance</li> <li>(b) Selection factors</li> </ul>	3
5.	Channels of saving and investment:	6

6.	<ul style="list-style-type: none"> <li>• Bank &amp; Post office: types of account &amp; their mode of operation</li> <li>• Insurance: LIC, health insurance, vehicle insurance, goods insurance</li> <li>• Provident fund and mutual fund</li> <li>• Shares, debentures &amp; others</li> </ul>		
7.	<p>Taxation</p> <p>(a) Meaning, definition and type</p> <p>(b) Role of taxes in Indian economy</p> <p>(c) Basic calculation of income tax</p> <p>Filling of income tax returns.</p>		4
<b>UNIT- III</b>			
<b>CONSUMER EDUCATION &amp; MARKETING</b>			
8.	<p>Problems of Indian consumer</p> <p>(a) Common problems</p> <ul style="list-style-type: none"> <li>• Weights and measure</li> <li>• Food adulteration</li> <li>• Fake products</li> <li>• Misleading advertisements, etc.</li> </ul>		4
9.	Consumer education: introduction, Definition, basic concepts		2
10.	Consumer rights and responsibilities		1
11.	<p>Consumer Legal issues, laws and legislation</p> <p>(a) Consumer protection Act 1986</p> <p>(b) Drugs and magic remedies Act</p> <p>(c) Environment protection Act</p> <p>(d) Right to information Act</p> <p>(e) Bureau of Indian standards Act</p> <p>(f) MRTP Act</p> <p>(g) AgMark Act</p> <p>(h) Prevention of food Adulteration Act</p> <p>(i) Standards of weights and measure Act</p>		4
12.	<p>Consumer Redressal System:</p> <p>(a) Redressal procedure</p> <p>(b) How to complain</p> <p>(c) Consumer court</p> <p>(d) Case studies</p>		2
13.	<p>Household equipments</p> <ul style="list-style-type: none"> <li>• Basic materials</li> <li>• Properties, Suitability and maintenance</li> <li>• Metals used for cooking utensils, serving &amp; dining</li> <li>• Selection factors buying household equipments, mixers &amp; blander, refrigerator, microwave, water purifiers, cook tops &amp; pressure cookers.</li> </ul>		6
14.	<p>Marketing</p> <p>(A) Standardization/ certification marks</p> <p>(B) Branding</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Advantages</li> </ul>		2 3



(C) Labelling	2
<ul style="list-style-type: none"> <li>• Meaning &amp; definition</li> <li>• Types</li> <li>• Advantages</li> </ul>	
(D) Promotion mix	3
<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Sales promotion</li> <li>• Personal selling</li> <li>• Packaging</li> </ul>	
NOTE: Seminar presentations on selected topics from unit III.	

**FAMILY RESOURCE MANAGEMENT(PRACTICAL- XV)**

**Max Marks: - 50 marks**

**Teaching workload: one practical/week (2 hours/practical)**


**Total teaching workload: 24 practicals/batch**

**Contents:**

1. Market survey on household equipments	<b>One class/Practical</b>
2. Care of household equipments	
3. How to open various accounts in the bank	
4. Filling up of slips/ forms of bank & post office	
5. Filling up the slip for Bank draft	
6. Filling up of Cheques & withdrawal slips	
7. Methods of account keeping	
8. Income tax form- calculations	
9. Filling the income tax form	
10. Filling a consumer complaint	
11. Analysis of advertisement: information and product detail	
12. Analysis of labels: content, MRP, , use and care, instructions and symbols	
13. Analysis of standardization, marks	
14. Making time schedule for a day for house wife & working women	
15. Identification of values of different age groups	
16. Identification of goals of different age groups	
17. Budget Making for LIG & MIG	
18. Budget Making for HIG	
19. Budget Making for a party in a house	
20. Time pathway charts	
21. Motion pathway charts	
22. Party planning	
23. Theme party planning	
24. Making time schedule for a day of party	

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**Examination schemes**

Major – Income tax calculation	20 marks
Minor 1 - Party planning/budget making/pathway chart etc	10 marks
Minor 2 – Filling of forms of banks/consumer complaint/label analysis	10 marks
Internal –	10 marks

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